

??? This or That ???

Language Objective: The student will choose between two possibilities and provide reasons for their answers.

"Had you been a character in a book, would you have been a good character or a bad character?"

Response Formula:

Because _____ and _____,
I would have been a _____.

Good Character	Bad Character
<ul style="list-style-type: none"> • help people • practice stuffs like skipping • good student • nice & kind • drink coffee • radios & talkies 	<ul style="list-style-type: none"> • mean stuff • steal (rob) • fake guns & knives

Function Junction

Language Objective: The student will provide the missing questions of language structures provided in the scenario.

Scenario: The dog lost and you want to pet it. Ask your friend if you can.

Questions:

Language Objective: From the information provided in the scenario, TSW provide the missing questions in a variety of language structures.

Function Junction

Scenario: You're in a rush to get to the movie theatre. You get dressed, grab your coat and jump into your parents' car. When you get there, you realize you forgot your popcorn money at home. What do you do?

Questions:

1. Mom and Dad, I forgot my popcorn money. Can you rush back home and get the money on my dresser?
2. Before we go to the movie theatre, can I borrow some money for the popcorn?
3. Hey mom, could you bring money for my popcorn?
4. For my popcorn, may I borrow some money before the movie starts at 6:00pm?
5. Sadly, I forgot my money in my room, on top of my dresser, may you lend me some money for popcorn because my movie starts at 5:00 and it's 4:59?
6. I forgot my money in my room, so can I go get my money quickly?

Function Junction

Language Objective: TSW supply the missing questions in a variety of language structures from the information provided in the scenario. Scenario: Your friend hugs his dog for a special reason but you don't know what the special reason is. Ask your friend to explain why he hugs his dog.

Questions:

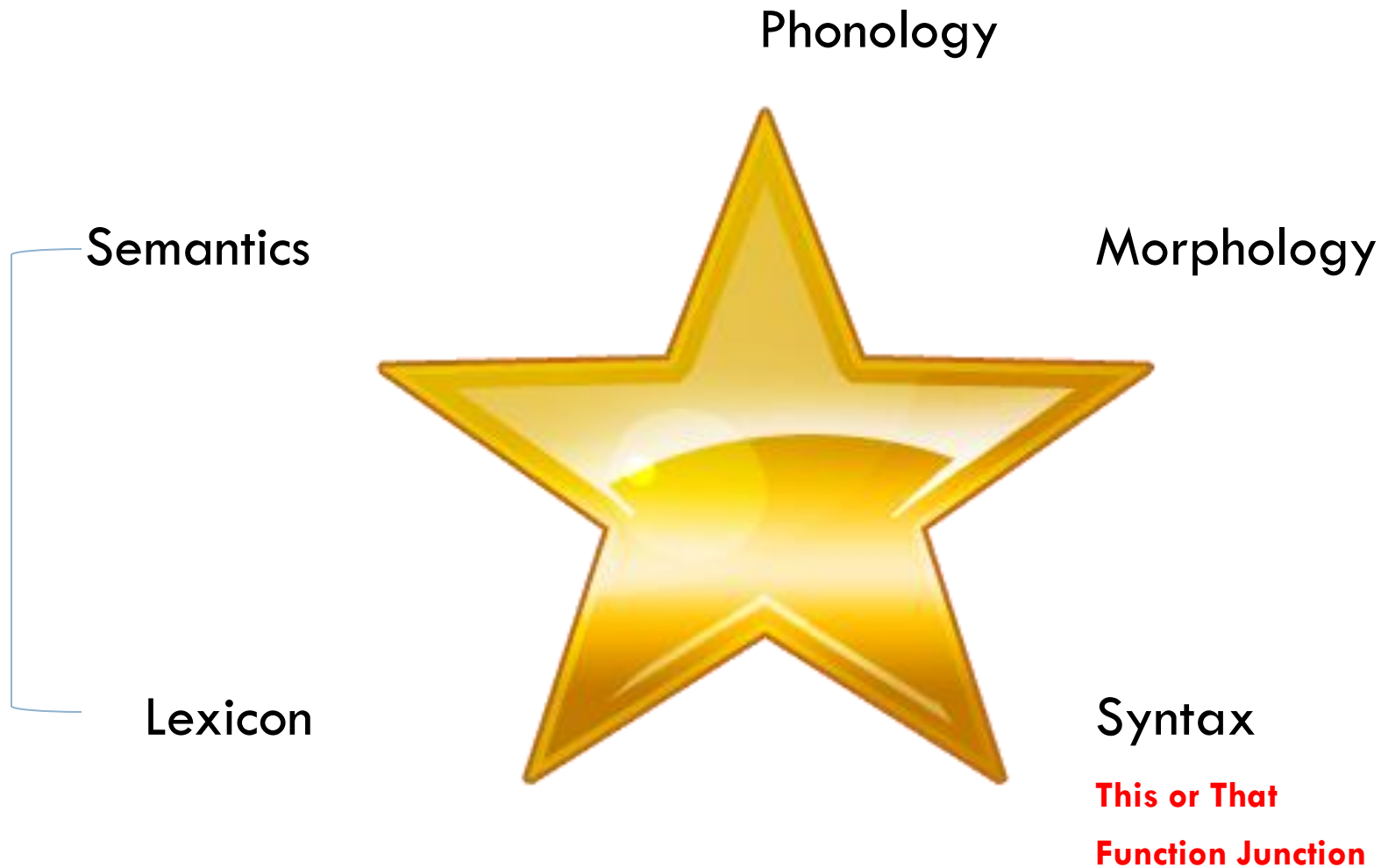
Why was he happily ^{hug} hugging his dog?
Hey, friend, why are you ^{hug} hugging your dog?

This or That and Function Junction

Agenda

- Language Star
- This or That
 - ▣ Method Overview
 - ▣ Steps and Demonstration
 - ▣ Pitfalls and Tips
- Function Junction
 - ▣ Method Overview
 - ▣ Steps and Demonstration
 - ▣ Pitfalls and Tips
- Additional Considerations
- Questions

Language Star



This or That?

Language Objective TSW choose between two possibilities and then provide two reasons for their answer.

{ Were you planning to attend summer school or engage in some other activity? }

Response formula: I was planning to _____ because ^{I wanted to} reason #1 _____ and reason #2 _____.

to Summer School	to Other Activity
- learn more	- go to Flagstaff
- be good at English	- go to Castles & Coasters
- learn verbs	- go to Disneyland
- become better readers	- go out of town
- learn vocabulary	- reading a book
- learn nouns	- practice to read bigger books
- win prizes	- visit family
- become (a) better writers	- go on rides / could play games / enjoy snacks
- learn parts of speech	- travel / go on tours / go to beach
	- keeps me busy

Method – This or That

Method Overview

Language Star – Syntax

Purpose - This method presents student with a common task that is vital for school success - choosing between two possibilities and providing two rational for their answers. This method helps students move from simple to more complex “formulas” of language structures.

Language Objective – The students will choose between two possibilities and then provide two reasons for their answer.

Grammar Focus / DSI -This changes - Consider verb tense structure in the response formula.

Method – This or That

□ Steps

- ▣ Prepare chart with the language objective, scenario, response formula and t-chart.
- ▣ Read the scenario and response formula to make sure students understand it.
- ▣ Provide think time for students to formulate their responses.
- ▣ Focusing on one side of the T-chart at a time, have students orally give their reasons for choosing a particular action. The teacher records their reasons on the T-chart.
- ▣ Have the students orally practice the response formula, individually and with a partner.

Differentiation



- Adaptable for all levels
 - ▣ Complexity of scenarios and responses
 - ▣ Partnering
 - ▣ Differentiating teacher support
 - ▣ Pacing

Pitfalls



- ❑ Language Objective
- ❑ Think Time
- ❑ Too Foreign Scenarios
- ❑ Remember this is an oral activity
- ❑ Have students use complete sentences when creating the T-chart.
- ❑ The possibility chosen and the reasons provided should be what the student chooses.

Tips



- You can use a content scenario, taken from a prior reading.
- Can be used in conjunction with verb tense study (response formula) and carried over to writing time.
- Move from simple to more complex response formulas. (eliminate starting with “I”)

This or That

Description

This strategy presents students with a typical task that is featured on many language tests: choose between two possibilities and then provide two reasons for their answer.

Purpose

Sounds simple enough, but many English learners are stymied by the task described above and the language skills involved. In few words, this strategy helps students to become comfortable using fairly formulaic language structures. The various "formulas" students are asked to employ start simply and then move to more complex tense and answer structures. In all cases, they just provide two solid reasons—rationale—for their answers, which invokes a set of linguistic structures that are critical for success in most school subjects.

Key Language Skills

Syntax, verb tenses, subordinating conjunctions (because, since, so that) and adverbial conjunctions (therefore, consequently, hence, accordingly).

Materials

Markers and chart paper to display the scenario and to record students' input for the verbal responses.

Procedure

1. Read the scenario and ensure that students understand it. Ensure that they understand the response formula.
2. Have students think independently about their answer. Ask them to share their reasons for choosing a particular action. List some of these ideas on a separate sheet of paper to support students when it comes to forming the complete sentence response.
3. Pair students to practice their complete response, which includes the choice of options, and the two reasons using the target language objective (for example, use "therefore" before listing your two reasons).

Example: *Can you read better or solve math equations better? Give two reasons for your answer.*

Response Formula: I can _____ better than _____ because
_____ reason #1 and _____ reason #2.

Hot Tips

Remember to have students share out their various rationales for each choice. Write those on a sheet of paper so that they can look back at them as they formulate their complete response. Plan on this strategy taking about 30 minutes overall, so you may want to do it in pieces over the course of a few days.



Function Junction

Language Objective: Students will form the missing questions for the scenario provided using a variety of language structures.

Scenario: It's Wednesday, the day of a math fact quiz. You try to get 100%. You take the test and miss two problems. You know you could do better tomorrow. Ask your teacher if you can retake the test tomorrow.

Questions: Teacher, can I redo my test tomorrow?

May I please retake my test tomorrow?

Ms Landry could I take my test again tomorrow?

I missed two problems, can I retake the test?

After lunch tomorrow, could I take the test?

Sadly, I saw my score. May I retake the test?

The quiz was hard for me. May I redo it tomorrow?

Is it possible for me to retake the

test?

May I please retake

Could I take this test tomorrow?

Dang! I missed two problems! May I redo the

test tomorrow, could I retake my test?

Tomorrow, could I take the test again?

While the students are working, may I

redo my test?

Will I be able to retake the test?

If I study my facts at home tonight, may

I take the test again tomorrow?

Honestly, I think I'll do better

tomorrow. Could I retake the

Method – Function Junction

Method Overview

Language Star – Syntax

Goal – This activity is helpful in having students decide which language function is being asked of them to use: make a request, ask for help, ask for information, or ask permission. Additionally, to see how a variety of language structures can be used to accomplish these tasks.

Language Objective – The students will form questions for the scenario provided using a variety of language structures.

Grammar Focus / DSI – This changes – parts of speech, verb tense structures

Method – Function Junction

□ Steps

- ▣ Prepare the chart with the language objective, scenario and a place to record the questions.
- ▣ Read the scenario and make sure students understand it.
- ▣ Have the students work individually or on pairs to form questions.
- ▣ Record students correctly formed questions on the chart paper and practice saying them (50/50).

Differentiation

- Adaptable for all levels
 - ▣ Complexity of scenario
 - ▣ Complexity of the constructed questions
 - ▣ Differentiating teacher support
 - ▣ Pacing

Pitfalls

- ❑ Teacher creating the questions instead of the students.
- ❑ Starting all the questions with the same parts of speech.
- ❑ Too easy = PUSH! students to more complex question constructions
- ❑ It's alright if the content of the question is the same, but the syntactical order is different. Write them both and compare them.

Tips

- ❑ Use different colored markers to differentiate between questions.
- ❑ Make a parts of speech poster and challenge students to start a question with each part of speech.
- ❑ Assign groups to a part of speech and have them come up with a question using that part of speech.
- ❑ See which group can come up with the most complex structure.
- ❑ Use the grammar wall for helping to start questions with different parts of speech.
- ❑ Have students rank the questions from formal to informal.
- ❑ Use the scenario and questions as a role play exercise.

Function Junction

Description

This strategy involves providing to students a short scenario based on an experience most have probably had. From the information provided in the scenario, they are to supply the missing question.

Purpose

Certain social situations require language users to select and use particular language structures appropriate for that context. The purpose of this activity is to have students decipher which language function is being asked of them to use. Different language functions could include making a request, asking for help, asking for information, or asking for permission. Each of these functions requires the use and control of certain language structures, for example, certain verb tenses, modals or subject pronoun. Of course, there are a multitude of ways that native language speakers use language structure to accomplish various functions, and that is the intent of this strategy.

Key Language Skills

Syntax, verb tenses, subject pronouns, agent suppressive constructions, modals

Materials

Markers and chart paper to record students' questions

Procedure

1. Read the scenario and ensure that students understand it.
2. Have them work in pairs to form a tentative question, or, pre-teach the structure they should use when responding.
3. Write students' correct answers on the chart paper and have them practice saying them.

Example:

You bring your dog to school and you want to know if your dog can stay with you in the classroom. What question do you ask your teacher if your dog can stay?

Possible Answers: "May my dog stay with me today?"
"May my dog remain in our classroom with us today?"
"Is it permissible for my dog to stay with us today?"
"Would it be OK if my dog remained in the classroom today?"

Hot Tips

Remember that this strategy will take time for students. Many English learners are accustomed to communicating through an over reliance on lexical and semantic aspects of communication. In other words, they may say something like, "Dog stay classroom?", which expresses the intent but neglects the more complex syntactic and morphological elements that native speakers of a language control effortlessly.

**Extensions**

1. Generate as many possible questions as make sense. Have students use markers to circle language elements that are common to each, or those that are very different.
2. Use the questions for Syntax Surgery time.
3. Rank the various questions in terms of formal to informal. This can help students to better understand in which social contexts a given question "sounds" better.
4. Use the sentences for student role-play exercises.

Additional Considerations

- Think about when would you utilize these methods during the time blocks of the day?
- Routine
- Organizing posters in room – referencing / accessibility
- Intermediates – compound subjects, starting sentences with different POS, conditional sentences
- Assessment – Performance, Written or Oral

QUESTIONS????



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